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ABSTRACT

Two types of research--informal interviews and a questionnaire survey--were conducted by the Southern Association of Colleges and Schools (SACS) to assess teacher perceptions of regional school accreditation by SACS and to aid in SACS consultations and schools' staff development programs. The questionnaire survey compared teacher expectations of school or program change before the SACS accreditation process with their perceptions of actual change after SACS. A total of 741 teachers (279 in the preaccreditation survey and 462 in the postaccreditation survey) in a large southern school district were asked about changes in instructional programs or materials, facilities, pupil services, administration, community interaction, and personal growth. Findings are presented in 16 text tables, 5 graphs, and 33 appendix tables. Among the findings are that perceived changes did not meet teachers' expectations of change and that teachers anticipated greatest change in the areas where SACS guidelines were most explicit. The findings support three recommended changes in SACS processes and a proposed model for school staff development. In the informal interviews, conducted in the same district as the survey, five principals and six teachers indicated they considered the SACS accreditation process was worth the effort. Copies of the survey questionnaire are appended. (RW)

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1982 Annual Meeting

"The Challenge for Educational Change"

December 12-15, 1982
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RESEARCH ON SACS: DOES ACCREDITATION REALLY MATTER?

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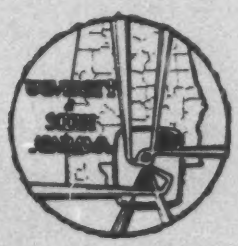

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SACS

DOES ACCREDITATION REALLY MATTER?

YES: Accreditation matters because it results in overall benefits to the school.

YES: Accreditation matters because it increases the faculty's understanding of the schools's philosophy and objectives.

YES: Accreditation matters because faculties grow in professional development.

YES: Accreditation matters because it increases cooperation among faculty and staff.

YES: Accreditation matters because good instructional techniques are recognized and reinforced.

YES: Accreditation matters because it ultimately leads to improvement of student performance.

Introduction

SACS Accreditiation is currently sought by an ever increasing number of schools and school systems in the Southern Region of the United States. This claim is substantiated by the fact that a large number of schools have received initial SACS Accreditation within the past five years and by the number of schools expressing an interest in obtaining SACS Accreditation.

In order to effectively implement the initial phase of the accreditation process--the self-study--it is necessary for consultants and administrators to clearly understand the outcomes that teachers expect from such a venture. The teachers' perceptions, formulated by a variety of variables, will determine the overall improvement derived from the self-study and the total accreditation effort. Based upon these factors, this investigation was initiated to 1) compare teachers' perception of the benefits of regional accreditation prior to and following their involvement in the accreditation process, 2) help faculty and administrators develop meaningful staff development programs that will extend beyond the accreditation process and 3) aid SACS consultants with initial and on-going assistance to faculty, schools and school systems.

The information presented within this document is based upon the experience and research of the authors who have participated as consultants, visiting committee chairs or members, and for a number and variety of schools.

Two types of research were conducted. An informal survey of attitudes toward SACS Accreditation was accomplished through a series of interviews. Also, a formal attitudinal study was conducted to compare teacher prior expectations for school/program change with teacher perceptions of actual changes resulting from the self-study.

As a result of the analysis of data, the authors offer some conclusions as to the perceived benefits of SACS Accreditation as well as some recommendations for making the process even more meaningful.

These recommendations are offered as suggestions only and are probably most appropriately directed toward administrators, consultants, steering committee chairs, and others directly responsible for providing guidance to the accreditation effort.

A RESEARCH STUDY COMPARING TEACHER EXPECTATIONS FOR SCHOOL/PROGRAM CHANGE WITH TEACHER PERCEPTIONS OF ACTUAL SCHOOL/PROGRAM CHANGE

During the past ten years, the number of elementary schools within the Southern Region seeking accreditation has been rapidly increasing. While the purposes and goals of the accreditation process are clearly identified by the Southern Association of Colleges and Schools, there is some question as to whether these purposes and goals are actually achieved in the real-life endeavors of the faculties of those schools who undertake the tasks of achieving accreditation. The purpose of this study was to explore the expectations of faculties prior to undertaking the accreditation process in order to determine what changes were anticipated as a result of their school's participation. Faculties of schools who had completed the accreditation process were also surveyed in order to determine those changes which were actually observed to have occurred as a result of participation.

Specifically the research was conducted to determine if there is a significant difference in teachers perceptions of anticipated and actual improvement in the school program as a result of SACS accreditation.

HYPOTHESES

The .01 Alpha level of confidence was accepted as the criterion for rejecting the hypotheses.

Hypothesis: There is no difference in the teachers' perceptions of anticipated and actual changes for the school and for the individual as a result of a school self-study.

The above hypothesis was used to test the following variables:

A. For the school
   1. Instructional Program
      a. Design for instruction
      b. Language Arts
      c. Mathematics

d. Social Studies and Science
e. Fine Arts
f. Physical Education, Health and Safety

2. Media and Materials
   a. Library books
   b. Classroom materials
   c. Equipment

3. Facilities
   a. Repairs
   b. Renovations
   c. Housekeeping
   d. Changes in use of facilities

4. Pupil Services
   a. Health
   b. Food
   c. Transportation
   d. Special Services

5. Administration and Faculty
   a. Attitude toward school improvement
   b. Plans for inservice based on SACS findings

6. Community Interaction

B. For the individual teacher
   1. Understanding the school's philosophy and objectives
   2. Changes in instructional techniques
   3. Changes in working conditions
   4. Professional growth
   5. Cooperation among faculty and staff

C. Benefits of the accreditation process for the school and the individual teacher

BASIC ASSUMPTIONS

The following are the basic assumptions that were made in this study.

1. The subjects for this study are representative of elementary school teachers in urban, suburban and rural areas of the Southern Region of the United States.
2. The schools included in this survey are reflective of inner-city, suburban and rural schools (including ethnic and socio-economic diversity) of the Southern Region of the United States.

3. The survey instrument used to gather data for this research is a meaningful and reliable procedure for assessing the attitudes of teachers about elementary school evaluation.

DEFINITION OF TERMS

1. Administration - The school administrative staff; including the principal, the assistant principal and similar school personnel.
2. Community - The facilities, programs, and resources linked to a school by their availability and use by pupils enrolled in the school. The school community includes the residential areas served by the school, the total school district, cultural centers, library, recreational and church services as well as other resources and opportunities.
3. Facilities - The physical environment which affects pupil achievement. The manner in which the playground, buildings, equipment, and related services are used for instructional services and programs.
4. Faculty - The school instructional staff. Classroom teachers, speech, physical education and other specialized instructional staff who have the responsibility for teaching children.
5. Faculty In-service - Sessions planned by the school or school system for the educational and professional growth of teachers.
6. Instructional Program - The areas of learning in the formal educational program, including affective, cognitive and sensory-motor aspects of pupil behavior. It also includes the curriculum areas of design for instruction, language arts, mathematics, science, health and safety, social sciences, fine arts, physical education and early childhood education.

7. Instructional Technique - A method or procedure for utilizing materials and managing time to facilitate teaching and learning.

8. Media and Materials - Printed and nonprinted classroom and library materials and equipment which facilitate the teaching-learning interaction. The learning environment that houses these resources.

9. Objectives - The direction toward which the school's academic efforts are focused. Specific statements about desirable outcomes of pupils based upon intellectual, personal, social and physical development.

10. Philosophy - The elementary school's general beliefs, concepts, and attitudes about the intellectual, democratic, moral and social values of the pupils and the community served by the school.

11. Professional Growth - Planned opportunities for increasing teachers' knowledge about instruction. Includes staff development, formal college credit courses as well as informal interaction with other teachers and educators.

12. Pupil Services - Services that are normally provided outside the classroom but support or are related to the instructional program of the school. Services of this type include guidance, health, transportation, food, and special services to exceptional children.

13. Staff Development - Planned experiences intended to support individual and institutional objectives for increasing the professional expertise of teachers and administrators. Experiences include, but are not limited to, in-service sessions,

self-study, conferences, and visitations.

14. Survey - An informal questionnaire designed to appraise the elementary teacher's opinion of changes which are expected to occur or which have actually occurred as a result of participation in the SACS Accreditation Process.

15. Working Conditions - The physical, academic and professional environment in which teachers work. Includes class-size, type and variety of available resources, teaching materials, work schedule, and opportunities for professional development.

METHOD

Subjects

The subjects for this study were teachers in a large school district (31,427 elementary students; 1,517 elementary teachers) in the outhern egion of the United States. Twelve hundred (1,200) teachers were surveyed, approximately 600 from schools about to begin the accreditation process (Group I) and 600 from schools which had completed the accreditation process (GroupII). Of that number, 741 (279 from Group I; 462 from Group II) responded to the survey. Some questionnaires were not returned because some teachers were not teaching at the school during the accreditation process and/or the time since the completion of the self-study was not long enough to evaluate outcomes. The teachers selected represent faculties from rural, suburban and inner-city schools. Approximately thirty percent of the teachers hold Master's degrees and ten percent hold six-year certificates.

Approximately eighty percent of the teachers belong to one or more professional organizations. All have been teaching in this school system for at least one year.

The subjects for the study were selected because of their employment at one of eighteen elementary schools which have completed the accreditation process or because they were employed at one of eighteen elementary schools matched with the accredited schools. The schools were matched according to urban, suburban or rural location, faculty size and type of school facility. No special concern was given to matching individual teachers because the school district assigns teachers to schools so that a balance exists in race, age, sex and teaching experience.

Apparatus

A questionnaire developed by the researchers was used to measure teachers' perceptions of much, little or no change observed or anticipated as a result of a school self-study. This informal survey instrument consisted of two forms. Form I of the questionnaire was designed to survey teachers' anticipation for change prior to completing the self-study process. Both forms of the questionnaire surveyed the same topical areas. Differences in the two instruments existed only in the instructions to the teachers.

Areas surveyed corresponded to the Guide to Evaluation and Accreditation of Schools (1979) and the Elementary School Evaluative Criteria (1981). Areas included on the questionnaire were Instructional Program, Media and Materials, Facilities, Pupil Services, Administration and Faculty, and Community Interaction. The teachers' perceptions of their professional growth, understanding of the school's philosophy and objectives and changes in instructional techniques, working conditions, and cooperation among faculty and staff were also assessed. Additionally, teachers were asked to provide an overall rating for the benefit of the SACS accreditation process to the school as a whole and to the individual teachers.

Procedure

Teachers were given the survey questionnaire during the last two weeks of the academic year to ensure a summary evaluation of perceived and actual changes during the full academic year prior to their assessment. Both forms of the questionnaire surveyed the same topical areas. Differences in the two instruments existed only in the instructions to the teachers. Instructions read as follows:

Form I - In what areas do you feel changes will occur as a result of participation in the SACS accreditation process?

Form II- In what areas have changes resulted from participation in the SACS accreditation process?

The questionnaires were delivered to each school along with instructions for administration. The materials for each school were accompanied by a letter of support for the study from the Superintendent of the school system. A questionnaire was distributed to each teacher. Teachers in Group I completed Form I of the questionnaire designed to survey their anticipation for change prior to completing the accreditation process. Teachers in Group II completed Form II of a questionnaire designed to survey their perceptions of the changes which occurred as a result of completing the accreditation process. All questionnaires were administered by the principal of each school during a faculty meeting and returned to the researchers by that individual.

Two hundred and seventy-nine (279) respondents in Group I and the four hundred and sixty-two (462) respondents in Group II formed the sample groups for data analysis. Uneven group size presented no problem due to the type of statistical procedure selected and the large sample size. Pearson's Chi Square was used to compare the proportions of Group I and Group II regarding the perception of anticipated and actual changes in the thirty-three areas of the school program using the three variables much, little, and no change. These variables were statistically analyzed using SAS for cross-tabulation by groups. The data were analyzed to determine the significance of the difference in proportions between the two groups. The theoretical formula used to calculate the differences between each group was:

$$X^2 = \sum_i \sum_j \frac{(Oij - Eij)}{Eij}$$

RESULTS

A crosstabulation of the proportion of responses to items about various areas of the school program was examined for much change, little change, and no change to determine if statistically significant differences existed in the opinions of teachers in Group I (Anticipated) and Group II (Actual). The Pearson's Chi Square was used to test the differences with the $p < .01$ level of significance established as the criterion for rejecting the null hypothesis.

The results of the investigation indicated highly significant differences in the changes perceived by Group I (Anticipated) and Group II (Actual) for the school and for the individual teacher as a result of a school self-study. Significant differences at $p < .01$ were indicated for each of the five variables in the Instructional Program; the three variables in Media and Materials; the four variables in Facilities; the four variables in Pupil Services and in Plans for Inservice, Community Interaction and Changes in Working Conditions.

No significant differences were observed in Attitude Toward School Improvement, Understanding of the School's Philosophy and Objectives, Instructional Technique, Professional Growth, Cooperation Among Faculty and Staff, Overall Benefits of SACS to the School, and Overall Benefits of SACS to the Individual.

The Instructional Program

The proportion of responses was found to be statistically different in each of the five variables in the Instructional Program. Both groups perceived Little Change in greater proportion for all variables. Group I anticipated Much Change in Design for Learning. Over iifty percent of the respondents in both groups reported that Little Change was anticipated and observed in the Language Arts Program, Mathematics, Social Studies, the Fine

Arts and Physical Education. These findings varied significantly for Much Change and No Change for both groups. The level of significance for these findings was $P < .01$. Tables 1 through 3 illustrate a comparison of the responses of each group.

Table 1

Proportions of Much Change in Instructional Program

	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Design for Learning	22.10	19.70
Language Arts	23.53	12.72
Mathematics	16.91	10.80
Social Studies/Science	22.79	14.39
Fine Arts	38.20	10.20
P.E., Health and Safety	25.64	25.32

Table 2

Proportions of Little Change in Instructional Program

	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Design for Learning	62.55	49.13
Language Arts	55.88	52.87
Mathematics	56.62	52.01
Social Studies/Science	55.51	51.36
Fine Arts	44.94	51.28
P. E., Health and Safety	54.21	40.76

Table 3

Proportions of No Change in Instructional Program

	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Design for Learning	15.36	31.17
Language Arts	20.59	34.41
Mathematics	26.47	37.19
Social Studies/Science	21.69	34.24
Fine Arts	16.85	38.52
P. E., Health and Safety	20.15	33.92

Media and Materials

Analysis of data shows that there was a difference between the responses of the two groups on the variables within the category of Media and Materials. Respondents in Group I consistently expected Much Change in the areas of Library Books (63%), Classroom Materials (50%), and Equipment, while GroupII most frequently observed Little Change in each category. Results also show great differences between the proportion of Group I respondents and the proportion of Group II respondents who expected or observed No Change. Group II reported higher proportions of No Change. The hypothesis relating to these variables were rejected at the $p < .001$ level.

Tables 4 through 6 illustrate a comparison of the percentages of the two groups' responses for each level of perceived change.

Table 4

Proportions of Much Change in Media and Materials

	Group I (Anticipated) n - 279	Group II (Actual) n = 462
	%	%
Library Books	63.30	35.73
Classroom Materials	50.72	19.21
Equipment	48.15	19.00

Table 5

Proportions of Little Change in Media and Materials

	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Library Books	29.59	44.91
Classroom Materials	39.86	50.00
Equipment	40.74	48.75

Table 6

Proportions of No Change in Media and Materials

	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Library Books	7.12	19.35
Classroom Materials	9.42	30.79
Equipment	11.11	32.25

Facilities

Analysis of data shows that there was a difference between the responses of the two groups on the variables within the category of Facilities.

The greater proportion of Group I expected Much Change in the variables of Repairs and Renovation; Little Change to Much Change in Housekeeping; and Little Change in Use of Facilities.

The greater proportion of Group II observed Much Change in Repairs and and Little Change in Renovation, Housekeeping, and Use of Facilities. Results also show differences between the proportion of Group I respondents and the proportion of Group II respondents who expected or observed No Change. Group II reported higher proportions of No Change. The hypothesis relating to these variables were rejected at the $p < .01$ level. Tables 7 through 9 illustrate the percentages of the two groups responses for each level of perceived change.

Table 7

Proportions of Much Change in Facilities

	Group I (Anticipated) n - 279	Group II (Actual) n = 462
	%	%
Repairs	60.74	45.85
Renovations	56.67	34.55
Housekeeping	49.79	29.61
Use of Facilities	35.77	24.82

Table 8

Proportions of Little Change in Facilities

	Group I (Anticipated) n = 279	Group II (Actual) n - 462
	%	%
Repairs	30.74	38.78
Renovations	30.74	39.90
Housekeeping	44.69	46.12
Use of Facilities	48.54	46.95

Table 9

Proportions of No Change in Facilities

	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Repairs	8.52	15.37
Renovations	12.59	25.55
Housekeeping	10.99	24.27
Use of Facilities	15.69	29.24

Pupil Services

Analysis of data shows that there was a difference between the responses of the two groups on the variables within the category of Pupil Services. The greater proportion of Group I consistently expected Little Change in the variables of Health Services, Food Services, Transportation, and Special Services. The greater proportion of Group II observed Little Change in Health Services and Special Services and No Change in Transportation and Food Services.

Results also show differences between the proportion of Group I respondents and the proportion of Group II respondents who expected or observed Much Change and No Change. Group I reported higher proportion of Much Change. Group II reported higher proportions of No Change. The hypotheses relating to these variables were rejected at the $p < .001$ level. Tables 10 through 12 illustrate the percentages of the two groups' responses for each level of perceived change.

Table 10

Proportions of Much Change in Pupil Services

	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Health Services	20.51	10.86
Food Services	18.7[illegible]	5.90
Transportation	7.30	6.77
Special Services	25.19	11.00

Table 11

Proportions of Little Change in Pupil Services

	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Health Services	56.41	47.41
Food Services	55.15	43.49
Transportation	52.19	37.84
Special Services	53.33	46.75

Table 12

Proportions of No Change in Pupil Services

	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Health Services	23.08	41.73
Food Services	26.10	50.61
Transportation	40.51	55.39
Special Services	21.48	42.25

Plans for Inservice

Analysis of the data for plans for Inservice shows a difference between the responses of the two groups. The greater proportion of Group I

expected Much Change in this variable, while Group II observed Little Change in a greater proportion of the responses. The hypothesis was rejected at the $p < .001$ level. Table 13 illustrates a comparison of the percentages for responses for each level of perceived change.

Table 13

Proportion of Change in Plans for Inservice

Change	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Much	52.79	37.88
Little	42.01	44.19
No	5.20	17.93

Community Interaction

An equal proportion (42%) of the respondents in Group I anticipated Much Change and Little Change while fifteen percent of this same group anticipated Little Change in Community-School Interaction. As a result of the self-study, forty-six percent of Group II observed Little Change in this area and thirty-one percent observed Much Change. No Change was observed by twenty-two percent of the respondents. Group II observed Little Change and No Change in excess of the anticipated percentages.

Table 14

Proportion of Change in Community Interaction

Change	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Much	42.80	31.45
Little	42.07	46.44
No	15.13	22.11

Changes in Working Conditions

The difference in Group I and Group II responses to anticipated and actual changes in working conditions was significant at $p < .001$. While over forty percent of the teachers in both groups perceived or observed Little Change, over forty percent of the respondents in Group I expected Much Change, while only twenty-two percent of the respondents in Group II observed Much Change. Thirty-two percent of Group II observed No Change while twelve percent of Group I expected No Change in working conditions.

Table 15

Proportion of Change in Working Conditions

Change	Group I (Anticipated) n = 279	Group II (Actual) n = 462
	%	%
Much	42.44	21.52
Little	45.76	46.21
No	11.81	32.27

SUMMARY OF RESULTS

The significant differences in the Anticipated and Actual changes in the school program as perceived by the respondents in Group I and Group II were analyzed to determine the larger proportion of responses for each of the variables.

Much Change

Group I anticipated the largest proportion of Much Change responses in the areas of library books, classroom materials, equipment, repairs, renovations, housekeeping, community interaction, and plans for inservice. Group II observed Much Change in repairs as indicated by a high proportion of responses in

that area.

Little Change

The largest proportions for both Group I and Group II indicated Little Change for all variables within the Instructional Program (design for learning, language arts, mathematics, social studies/science, fine arts, physical education-health-safety), use of facilities, health services, special services, and working conditions.

In addition to this, Group I reported the largest proportion of Little Change in food services and transportation. Group II reported the largest proportion of Little Change in library books, classroom materials, renovations, and housekeeping.

No Change

In no category did Group I indicate No Change as the largest proportion of responses. The largest proportion of No Change responses for Group II was observed in food services and transportation.

DISCUSSION AND CONCLUSIONS

The findings of this study indicate significant differences between the proportions of the two groups. Results of the study lead to the following conclusions and speculations:

1. Significant differences exist between teacher expectations for change and their observation of actual changes resulting from the self-study. These differences occur in all the following areas:

    Curriculum
        Language Arts
        Math
        Social Studies/Science
        P.E., Health, Safety
        Fine Arts

    Media and Materials
        Library Books
        Classroom Materials
        Equipment

    Facilities
        Repairs
        Renovations
        Housekeeping
        Use of Facilities

    Community Interaction

    Pupil Services
        Health
        Special Services

    Plans for Inservice

    Individual Personal Growth
        Changes in Working Conditions

In comparing percentages of responses, it seems logical to conclude that the changes teachers observe as a result of the self-study process do not necessarily meet their prior level of anticipation for change. Assuming that this is so, a variety of reasons may be suggested for the differences and the significance

of the results should be viewed accordingly. These reasons are:

a. Teachers may not recognize the extent of change due to the gradual nature of changes which occur during the one and one half to two-year self-study process.

b. Teachers are motivated so highly at the initiation of the self-study that their expectations are unrealistic.

c. Enough change does not occur because teachers are expecting most to come about through external sources (i.e. system, state, etc.) and do not view themselves as change agents.

d. The self-study process may not always be viewed as a vehicle for continuous change. It may be viewed as a periodic exercise which terminates in the immediate fulfillment of desired standards.

e. Teachers may hold regional accreditation in such high esteem that it is viewed, in itself, as the answer to most problem areas.

2. Teachers anticipated greatest change in those areas where SACS guidelines are more explicit, such as books in library, facility standards, plans for inservice and community interaction. Greater emphasis needs to be provided for less well-defined areas, such as instructional techniques that may need more change than teachers perceive.

3. No significant differences occurred between groups for areas such as food services; transportation; individual teacher growth in understanding of the school's philosophy and objectives; in cooperation among faculty; in attitude toward school improvement; in

instructional techniques; in professional growth; and perception of the self-study process as beneficial as a whole to the school and to the individual. Since no differences were determined between the sample groups, it may be that these were areas in which expectations for change and actual observed change were parallel.

Although additional research is planned to further clarify these speculations, the information provided offers support for the following recommendations:

- Consultants may need to give more attention to areas of the self-study that are often taken for granted but which teachers perceive a need to alter.
- Personnel of schools involved in the self-study may want to identify their expectations early in the self-study process so that activities can be designed which are specific to those expectations. This procedure can ensure planning which is in accord with the established goals of the self-study process. Although the principles section of the self-study document does this to some extent, it may not necessarily be used as an assessment of expectation.
- More emphasis could be placed on taking steps toward meeting identified weak areas during the self-study rather than solely developing a plan for action to be carried out afterwards.

One of a variety of methods for addressing these recommendations would be to apply a model for systematic staff development. The authors offer a sample model for identifying and meeting staff development needs based upon teacher expectations for improvement. The model is illustrated in Figure

l and is proposed on the basis of the theoretical rationale that both internal perceptions of need and external requirements should be interfaced. It is based on a philosophy of maintenance-renewal. That is, for the most part, the current status of quality needs to be maintained while certain areas are upgraded. This is consistent with the philosophy of the SACS accreditation process.

Support for the model is further indicated by the results of this study which suggest that while the accreditation process is viewed favorably by those involved, there seems to exist a discrepancy in some areas between teacher expectations for improvement and the actual improvement which occurs.

Application of the suggested model would relate the goals of the accreditation process with teacher expectations (individual and collective) for what the resulting improvements should be.

A skeletal description of the components of the model are as follows:

Survey for "Expected" Improvements

After reviewing SACS documents, especially the Standards and the Faculty Data Form, teachers could be surveyed as to which of the areas they expect to observe improvements as a result of the self-study. This could form the basis for school-wide and individual staff development.

Prioritize Expected Areas of Improvement

Once the teachers have been surveyed, the results of the survey, in terms of expectations, could be reviewed to establish priority areas either through analyzing the percent of responses from the survey or through group discussion and decision-making.

Plan Staff Development for Each Area

Personal and group plans for professional growth or program improvement could then be designed. Consultant aid or technical assistance is appropriate at this point. Specific plans are made for each area in which

improvement is expected. Individual, school, and system-wide plans for staff development should be scheduled.

Implement Staff Development During Self-Study

The staff development plans should be implemented simultaneously with the self-study process. Although the previous steps occur at the very initiation of the self-study, staff development should extend the duration of the self-study process and thereafter. If staff development is regarded as only follow-up to the self-study, teachers may feel a let-down relative to their expectations for the improvements which they perceived the self-study should bring. Through the procedures outlined in the model, teachers are planning for and insuring that their expectations are actually met, and are also less likely to dismiss needed improvement as the responsibility of others.

Survey for Perceived Improvements

Teachers should be re-surveyed for their perceptions of areas in which improvement has occurred. A comparison can then be made between their expectations for improvement (Survey Form I) and their perceptions of improved areas (Survey Form II).

Additional Staff Development

Areas of discrepancy as determined by the two surveys are then identified. Staff development is planned for these areas as well as for other areas of need which may not be initially perceived but which have been identified through participation in the self-study.

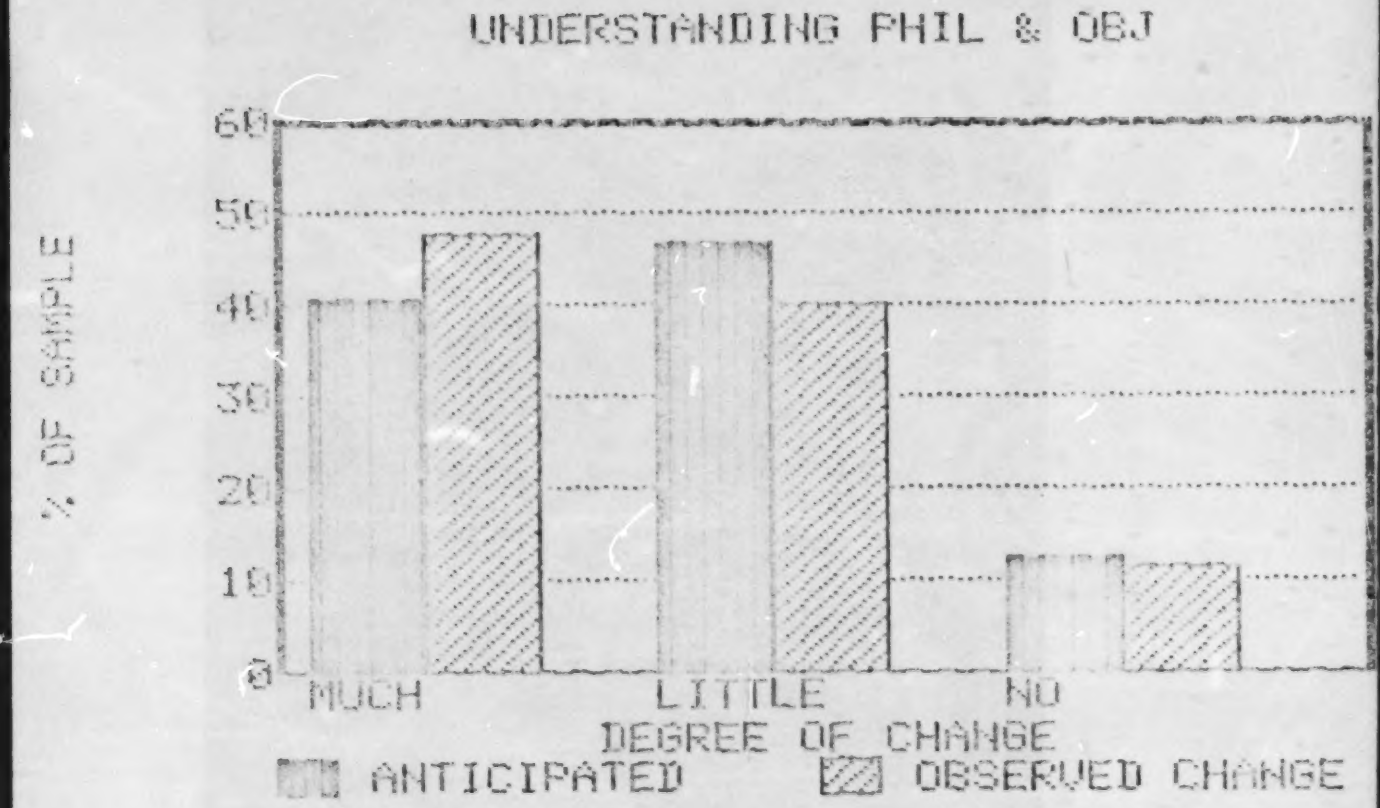
Table 16
STAFF DEVELOPMENT NEEDS BASED UPON TEACHER EXPECTATIONS

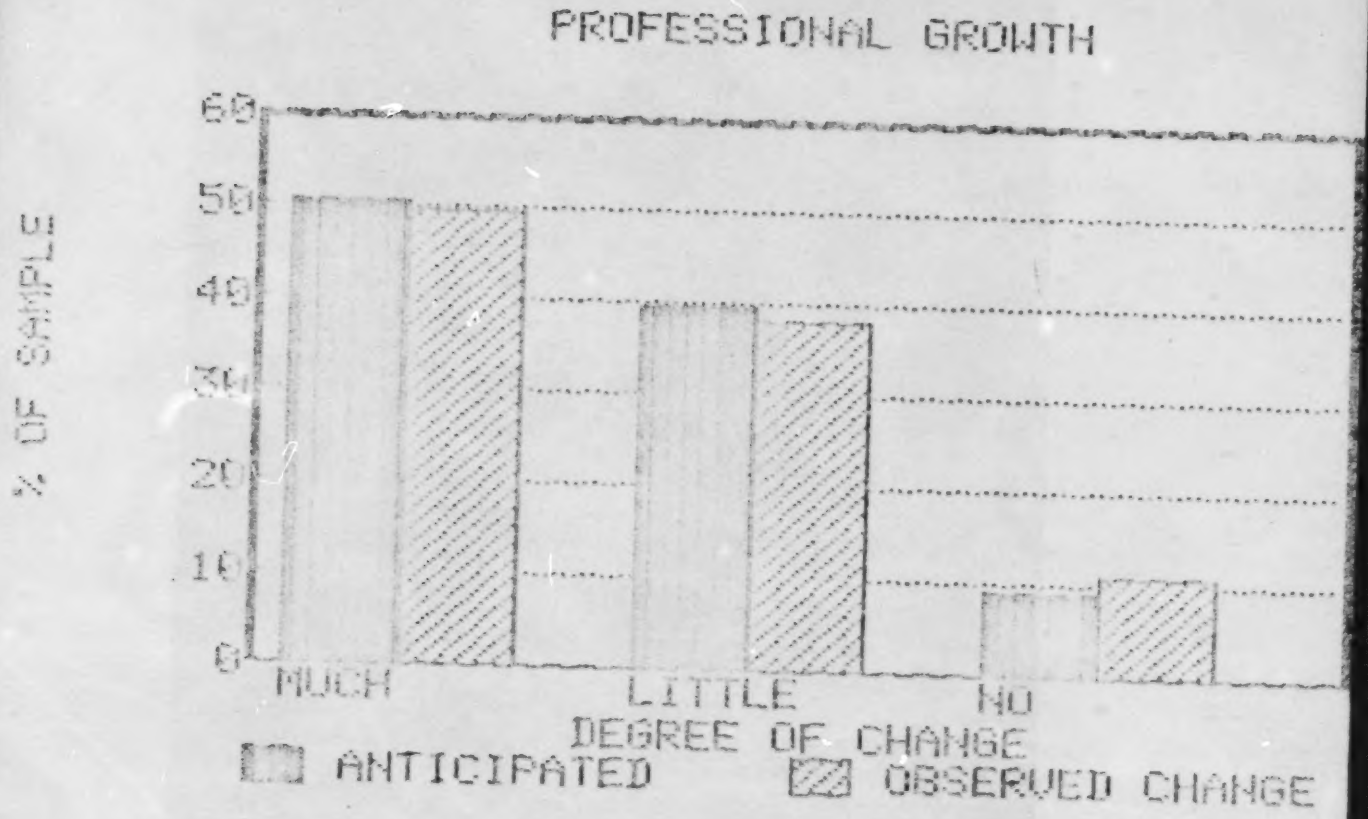
Responsibility for Implementation

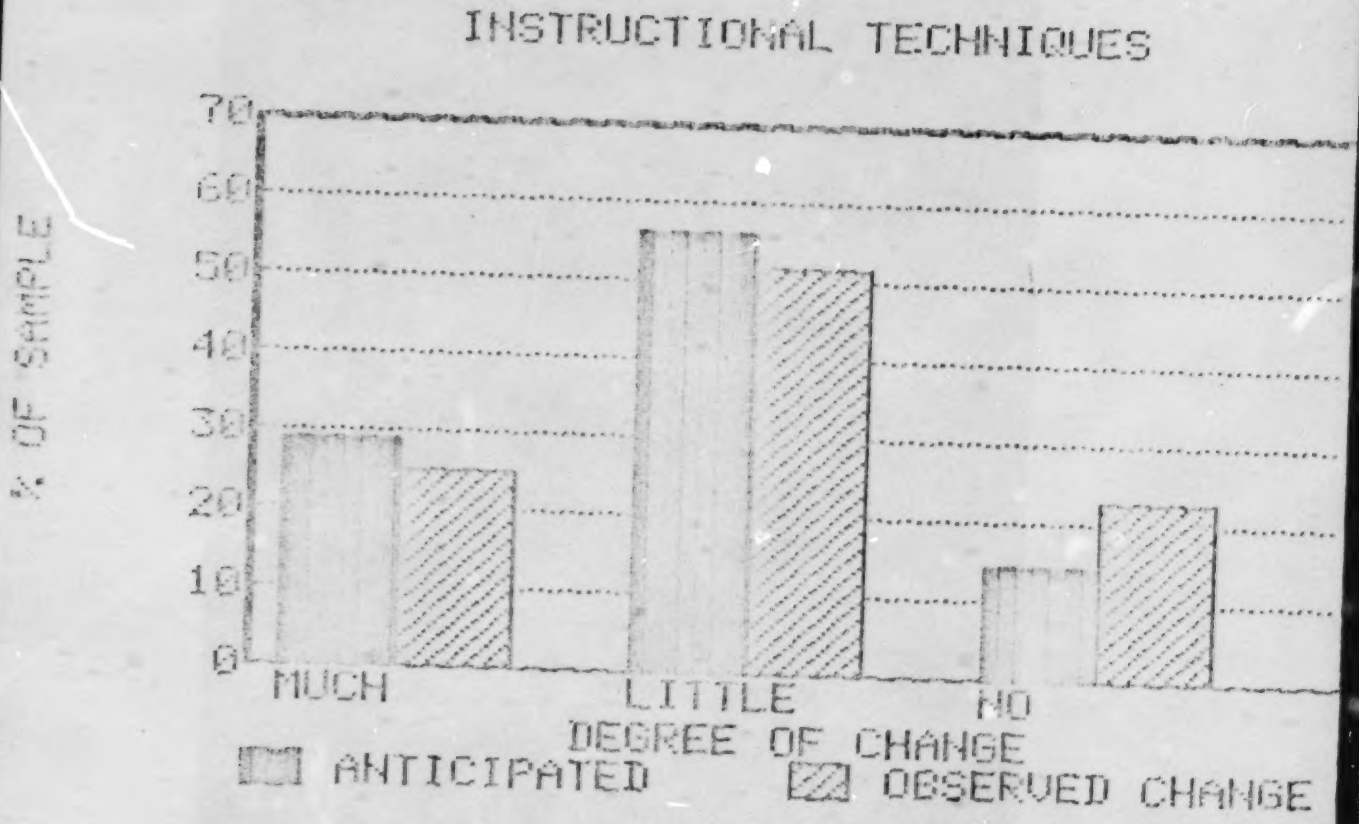
	Administrators	SACS Consultant	Steering Committee	Sub Committees	Teachers	Other Consultants
SURVEY FOR "EXPECTED" IMPROVEMENTS	X	X	X	X	X	
PRIORITIZE AREAS OF "EXPECTED" IMPROVEMENT		X	X		X	
PLAN STAFF DEVELOPMENT FOR EACH AREA	X	X		X	X	
IMPLEMENT STAFF DEVELOPMENT DURING SELF-STUDY	X	X			X	X
SURVEY FOR PERCEIVED IMPROVEMENTS	X	X			X	
ADDITIONAL STAFF DEVELOPMENT	X				X	X

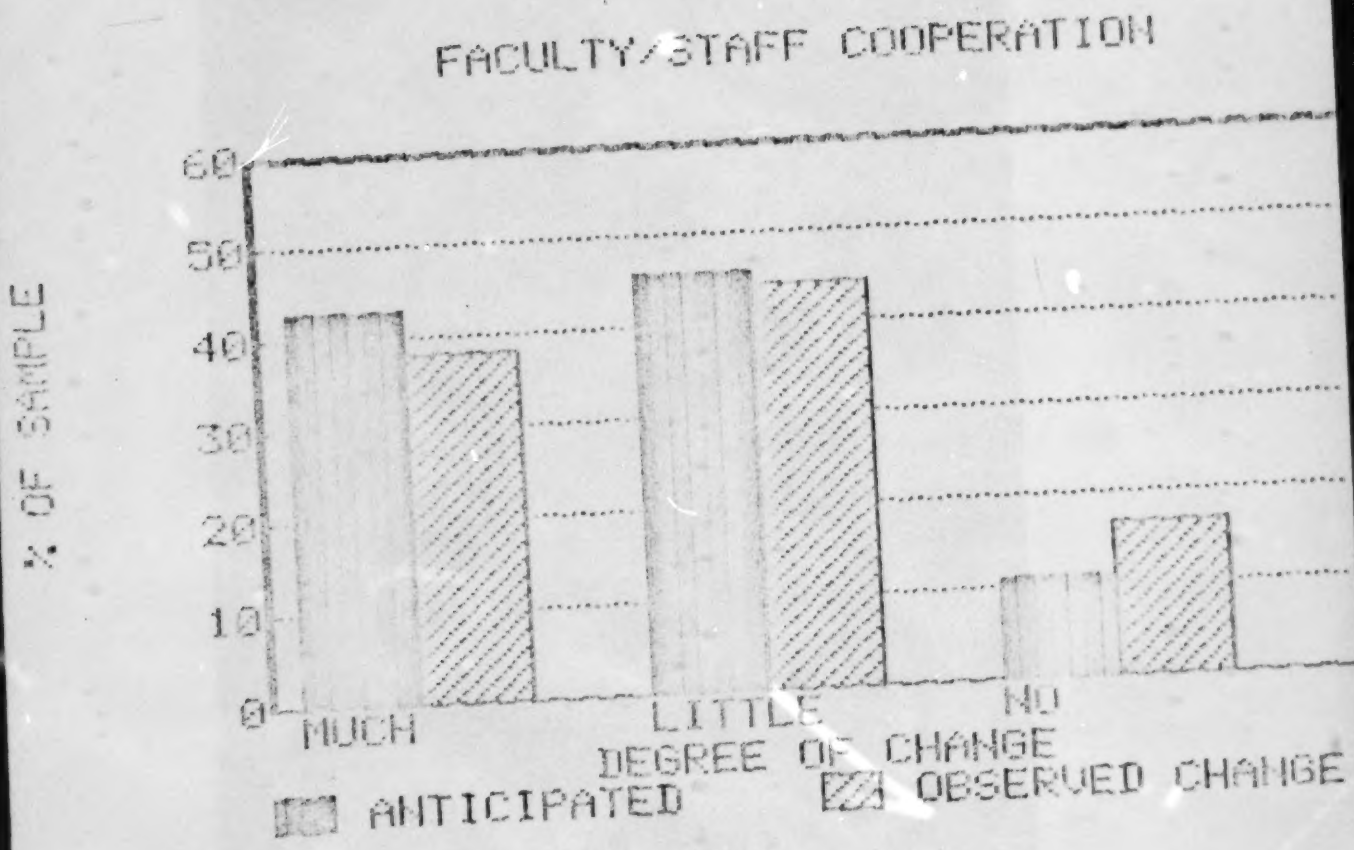
START
Identify major self-study areas
Survey for "expected" improvements
Prioritise expected areas of improvement
Plan staff development for each area
Implement staff development during self-study
Survey for actual improvements
Additional staff development for discrepant areas and newly identified needs
END

Figure 1. Model for identifying staff development needs based upon teacher expectations for improvement.


UNDERSTANDING PHIL & OBJ
% OF SAMPLE
60
50
40
30
20
10
0
MUCH
LITTLE
NO
DEGREE OF CHANGE
ANTICIPATED
OBSERVED CHANGE


PROFESSIONAL GROWTH
% OF SAMPLE
60
50
40
30
20
10
0
MUCH
LITTLE
NO
DEGREE OF CHANGE
ANTICIPATED
OBSERVED CHANGE


INSTRUCTIONAL TECHNIQUES
% OF SAMPLE
70
60
50
40
30
20
10
0
MUCH
LITTLE
NO
DEGREE OF CHANGE
ANTICIPATED
OBSERVED CHANGE


FACULTY/STAFF COOPERATION
% OF SAMPLE
60
50
40
30
20
10
0
MUCH
LITTLE
NO
DEGREE OF CHANGE
ANTICIPATED
OBSERVED CHANGE

THE INTERVIEWS

During the fall of 1982 a series of video-taped interviews was conducted with teachers and principals in a large school system to share their perceptions of the benefits of accreditation by Southern Association of Colleges and Schools. These interviews were conducted in conjunction with a survey of over 1200 teachers in the same school system. The teachers and administrators were selected to participate in the interviews because they are among the educators at schools recently accreditated or currently seeking accreditation by SACS. Approximately one-third of all the elementary schools in this school system have been accreditated within the last five years and almost as many more have initiated the self-study phase of SACS Accreditation.

The school system personnel interviewed included five principals and six teachers. The interviewer attempted to ensure that varied segments of the schools' academic personnel were represented. The principals interviewed included four elementary school principals and one middle school principal. The teachers interviewed included classroom teachers of grades K-6, a media specialist and an instructional specialist. Twenty-seven percent (27%) of this group is currently involved in the self-study process and seventy-three (73%) are employed in schools that have already received SACS Accreditation.

The teachers serve(d) in varied capacities from steering committee chairpersons to members of various sub-committees. Each teacher has been employed in education for a considerable period of time.

Three different school sites were used as locations for the interviews because of their proximity within the total school system. Each interviewee was involved in a question/answer session for approximately twelve minutes. The questions and responses were about the following topics:

1. Faculty Development
2. School Philosophy
3. Committees for the Self-Study
4. Curriculum and Instruction
5. Parent/Community Involvement (Interaction)
6. School Plant and Facilities
7. Change Benefits of SACS to the School

Conclusions

Most interviewees commented on the function of committees and role of faculty as the basis for continued cooperative planning across grade levels and for faculty morale and professional development. They were consistently enthusiastic about the benefits of SACS. Principals agreed that SACS Accreditation is worth the effort because they get to know the staff better and the curriculum is upgraded. Teachers believe the greater benefits are 1) that faculty get to know the school better, 2) that the pupil-teacher ratio is stablized, 3) repairs are made to the physical plant, and 4) because of the pride derived from obtaining and maintaining certain standards.

Both teachers and administrators observed greatest change in the language arts and mathematics curriculum areas. These changes may be questioned in terms of a causal relationship to SACS due to the fact that this large school system provides very rigid regulations for these curriculum areas.

Teachers and administrators agreed that SACS Accreditation brings the school and community closer together. Administrators revealed that parents were more involved in the total school program as a result of the accreditation process. They further believed that many adults may be attracted to the school community because the school is regionally accreditated.

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Appendix A

College of Education
Elementary and Early Childhood Education
325 Instructional Laboratory Building
Mobile, Alabama 36688
(205) 460-7102

SACS SURVEY – FORM I

GENERAL DIRECTIONS: Your assistance is requested in a research effort designed to determine the perceived impact of Southern Association of Colleges and Schools accreditation on elementary schools. Both teachers and administrators should complete this survey.

BACKGROUND INFORMATION:

Please provide the following information:

1. Number of years you have been employed at this school _____

2. Number of years of experience: Teaching _____ Other _____

I. PERCEIVED CHANGES AS A RESULT OF SACS ACCREDITATION:

In what area do you feel positive changes will occur as a result of participation in the SACS accreditation process? Please check the appropriate response.

A. FOR THE SCHOOL

1. Instructional Program	Much Change	Little Change	No Change
a. Design for instruction	_____	_____	_____
b. Language Arts	_____	_____	_____
c. Math	_____	_____	_____
d. Social Studies/Science	_____	_____	_____
e. Fine Arts	_____	_____	_____
f. P.E., Health, Safety	_____	_____	_____

		Much Change	Little Change	No Change
2.	Media and Materials			
	a. Library Books	_____	_____	_____
	b. Classroom Materials	_____	_____	_____
	c. Equipment	_____	_____	_____
3.	Facilities			
	a. Repairs	_____	_____	_____
	b. Renovations	_____	_____	_____
	c. Housekeeping	_____	_____	_____
	d. Changes in use of facilities	_____	_____	_____
4.	Pupil Services			
	a. Health	_____	_____	_____
	b. Food	_____	_____	_____
	c. Transportation	_____	_____	_____
	d. Special Services	_____	_____	_____
5.	Administration and Faculty			
	a. Attitude toward school improvement	_____	_____	_____
	b. Plans for inservice based on SACS findings	_____	_____	_____
6.	Community Interaction	_____	_____	_____
B.	FOR YOU AS AN INDIVIDUAL			
1.	Understanding of the school's philosophy and objectives	_____	_____	_____
2.	Changes in instructional techniques	_____	_____	_____
3.	Changes in working conditions	_____	_____	_____
4.	Professional Growth	_____	_____	_____
5.	Changes in cooperation among faculty and staff	_____	_____	_____

II. OVERALL REACTION TO SACS ACCREDITATION:

Please mark the face corresponding to your overall feeling about:

A. The benefits of the SACS accreditation process to the school as a whole

Much Change

Little Change

No Change

B. The benefits of the SACS accreditation process to you as an individual

Much Change

Little Change

No Change

Revised 11/1/82

College of Education
Elementary and Early Childhood Education
325 Instructional Laboratory Building
Mobile, Alabama 36688
(205) 460-7102

SACS SURVEY – FORM II

GENERAL DIRECTIONS: Your assistance is requested in a research effort designed to determine the perceived impact of Southern Association of Colleges and Schools accreditation on elementary schools. Both teachers and school administrators should complete this survey.

BACKGROUND INFORMATION:

Please provide the following information:

1. Number of years you have been employed at this school _____
2. Number of years of experience: Teaching _____ Other _____

I. PERCEIVED CHANGES AS A RESULT OF SACS ACCREDITATION:

In what areas have positive changes resulted from participation in the SACS accreditation process? Please check the appropriate response.

A. FOR THE SCHOOL

1. Instructional Program	Much Change	Little Change	No Change
a. Design for instruction	_____	_____	_____
b. Language Arts	_____	_____	_____
c. Math	_____	_____	_____
d. Social Studies/Science	_____	_____	_____
e. Fine Arts	_____	_____	_____
f. P. E., Health, Safety	_____	_____	_____

Appendix B

Table 1

Benefits of SACS for the School

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	2 Actual
1 MUCH	210 214.2 7/.21	339 334.8 79.7
2 LITTLE	54 51.5 19.85	78 80.5 18.35
3 NO	8 6.2 2.9	8 9.8 1.88
Total	272	425

Perceived Change

$\chi^2 = 1.145$ $df = 4$ $p = 0.56414$

* $p < .01$

Table 2

Benefits of SACS for the Individual Teacher

Perceived Change	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	205 204.8 75.37	319 319.2 75.24
	2 LITTLE	57 60.6 20.95	98 94.4 23.11
	3 NO	10 6.6 3.68	7 10.4 1.65
	Total	272	424

$\chi^2 = 3.13$ $df = 4$ $p = 0.20909$

$p > .01$

Table 3

Overall Attitudes About SACS Accreditation

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	415 419.0 76.29	658 654.0 77.50
	2 LITTLE	111 112.1 20.40	176 174.9 20.73
	3 NO	18 12.9 3.31	15 20.1 1.77
	Total	544	849

$\chi^2 = 3.409$ $df = 2$ $p = 0.18189$

$p > .01$

Table 4

Instructional Program: Design for Learning

Perceived Change	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	59 55.2 0.3 22.10	79 82.8 0.2 19.70
	2 LITTLE	167 145.5 3.2 62.55	197 218.5 2.1 49.13
	3 NO	41 66.4 9.7 15.36	125 99.6 6.4 31.17
	Total	F = 267	F = 401
	χ^2 = 21.877	df = 2	p = 0.0001

** $p < .001$

Table 5

Instructional Program: Language Arts

Perceived Change	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1	64 46.5 6.6	51 68.5 4.5
	MUCH	23.53	12.72
	2	152 147.1 0.2	212 216.9 0.1
	LITTLE	55.88	52.87
	3	56 78.4 6.4	138 115.6 4.3
	NO	20.59	34.41
	Total	F = 272	F = 401
	χ^2 = 22.105	df = 2	p = .0001

** $p < .001$

Table 6

Instructional Program: Math

Perceived Change	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1	46 36.1 2.7	43 52.9 1.8
	MUCH	16.91	10.80
	2	154 146.6 0.4	207 214.4 0.3
	LITTLE	56.62	52.01
	3	72 89.3 3.4	148 130.7 2.3
	NO	26.47	37.19
	Total	F = 272	F = 398
	χ^2 = 10.824	df = 2	p = 0.0045

• $p < .01$

Table 7

Instructional Program: Social Studies/Science

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	62 48.4 3.9 22.79	58 71.6 2.6 14.39
2 LITTLE	151 144.3 0.3 55.51	207 213.7 0.2 51.36
3 NO	59 79.4 5.2 21.69	138 117.6 3.5 34.24
Total	F = 272	F = 403
χ^2 = 15.742	df = 2	p = 0.0004

Perceived Change

** p < .001

Table 8

Instructional Program: Fine Arts

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	102 57.5 34.4 38.20	40 84.5 23.4 10.20
2 LITTLE	120 130.1 0.8 44.94	201 190.9 0.5 51.28
3 NO	45 79.4 14.9 16.85	151 116.6 10.2 38.52
Total	F = 267	F = 392
χ^2 = 84.154	df = 2	p = 0.0001

Perceived Change

** $p < .001$

Table 9

Instructional Program: P.E., Health, Safety

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	70 69.5 0.0 25.64	100 100.5 0.0 25.32
2 LITTLE	148 126.3 3.7 54.21	161 182.7 2.6 40.76
3 NO	55 77.2 6.4 20.15	134 111.8 4.4 33.92
Total	F = 273	F = 395
χ^2 = 17.153	df = 2	p = 0.0002

Perceived Change

** $p < .001$

Table 10

Media and Materials

Perceived Change	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	439 296.3 68.7 54.0	298 440.7 46.2 24.65
	2 LITTLE	299 353.0 8.3 36.78	579 525.0 5.6 47.89
	3 NO	75 163.6 48.0 9.23	332 243.4 32.3 27.46
	Total	F = 813	F = 1209

χ^2 = 209.014 df = 2 p = 0.0001

** p < .001

Table 11

Media and Materials: Library Books

Perceived Change	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	169 124.7 15.7 63.30	144 188.3 10.4 35.73
	2 LITTLE	79 103.6 5.8 29.59	181 156.4 3.9 44.91
	3 NO	19 38.7 10.0 7.12	78 58.3 6.6 19.35
	Total	F = 267	F = 403
	χ^2 = 52.454	df = 2	p = 0.0001

** $p < .001$

Table 12

Media and Materials: Classroom Materials

Perceived Change	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	140 88.2 30.4 50.72	78 129.8 20.7 19.21
	2 LITTLE	110 126.7 2.2 39.86	203 186.3 1.5 50.00
	3 NO	26 61.1 20.2 9.42	125 89.9 13.7 30.70
	Total	F = 276	F = 406
	x^2 = 88.613	df = 2	p = 0.0001

** $p < .001$

Table 13

Media and Materials: Equipment

Perceived Change	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	2 Actual
	1 MUCH	130 83.0 26.6 48.15	76 123.0 18.0 19.0
	2 LITTLE	110 122.9 1.4 40.74	195 182.1 0.9 48.75
	3 NO	30 64.1 18.1 11.11	129 94.9 12.2 32.25
	Total	F = 270	F = 400
	χ^2 = 77.167	df = 2	p = 0.0001

** $p < .001$

Table 14

Facilities

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	2 Actual
	1 MUCH	536 434.1 23.9 40.31	553 654.9 15.9 33.72
	2 LITTLE	421 446.8 1.5 38.73	700 674.2 1.0 42.68
	3 NO	130 206,1 28.1 11.96	387 310.9 18.6 23.60
	Total	F = 1087	F = 1640
	χ^2 = 88.976	df = 2	p = 0.0001

** p < .001

Table 15

Facilities: Repairs

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	164 139.8 4.2 30.74	188 212.2 2.8 45.85
2 LITTLE	83 96.1 1.8 30.74	159 145.9 1.2 38.78
3 NO	23 34.1 3.6 8.52	63 51.9 2.4 15.37
Total	F = 276	F = 410
χ^2 = 15.962	df = 2	p = 0.0003

Perceived Changes

** $p < .001$

Table 16

Facilities: Renovations

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	153 117.0 11.1 56.67	142 178.0 7.3 34.55
2 LITTLE	83 97.9 2.3 30.74	164 149.1 1.5 39.90
3 NO	34 55.1 8.1 12.59	105 83.9 5.3 25.55
Total	F = 270	F = 411

Perceived Changes

χ^2 = 35.570 df = 2 p = 0.0001

** p < .001

Table 17

Housekeeping

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	121 96.8 6.0 44.32	122 146.2 4.0 29.61
	2 LITTLE	122 124.3 0.0 44.69	190 187.7 0.0 46.12
	3 NO	30 51.8 9.2 10.99	100 78.2 6.1 24.27
	Total	F = 273	F = 412
	χ^2 = 25.355	df = 2	p = 0.001

* p < .01

Table 18

Facilities: Use of Facilities

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	98 80.1 4.0 35.77	101 118.9 2.7 24.82
	2 LITTLE	133 128.8 0.1 48.54	187 191.2 0.1 45.95
	3 NO	43 65.2 7.5 15.69	119 96.8 5.1 29.24
	Total	F = 274	F = 407
	χ^2 = 19.584	df = 2	p = 0.0001

** p < .001

Table 19

Pupil Services

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1	195 134.7 27.0	139 199.3 18.2
	MUCH	17.91	8.63
	2	591 523.5 8.7	707 774.5 5.9
	LITTLE	54.27	43.89
	3	303 430.8 37.9	765 637.2 25.6
	NO	27.82	47.49
	Total	F = 1089	F = 1611
	χ^2 = 123.298	df = 2	p = 0.0001

** p < .001

Table 20

Pupil Services: Health

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	56 40.3 6.1 20.51	44 59.7 4.1 10.86
2 LITTLE	154 139.3 1.5 56.41	192 206.7 1.0 47.41
3 NO	63 93.4 9.9 23.08	169 138.6 6.7 41.73
Total	F = 273	F = 405
χ^2 = 29.462	df = 2	p = 0.0001

Perceived Changes

** p < .001

Table 21

Pupil Services: Food

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	51 30.0 14.6 18.75	24 45.0 9.8 5.90
	2 LITTLE	150 131.0 2.8 55.15	177 196.0 1.8 43.49
	3 NO	71 111.0 14.4 26.10	206 166.0 9.6 50.61
	Total	F = 272	F = 407
	χ^2 = 52.998	df = 2	p = 0.0001

** $p < .001$

Table 22

Pupil Services: Transportation

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	20 19.1 0.0 7.30	27 27.9 0.0 6.77
2 LITTLE	143 119.7 4.5 52.19	151 174.3 3.1 37.84
3 NO	111 135.2 4.3 40.51	221 196.8 3.0 55.39
Total	F = 274	F = 399

Perceived Changes

χ^2 = 15.007 df = 2 p = 0.0006

** $p < .001$

Table 23

Pupil Services: Special Services

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	68 45.1 11.6 25.19	44 66.9 7.8 11.00
2 LITTLE	144 133.4 0.8 53.33	187 197.6 0.6 46.75
3 NO	58 91.5 12.3 21.48	169 135.5 8.3 42.25
Total	F = 270	F = 400
χ^2 = 41.339	df = 2	p = 0.0001

Perceived Changes

** $p < .001$

Table 24

Administration and Faculty

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	271 242.2 3.4 50.75	335 363.8 2.3 41.77
	2 LITTLE	229 226.2 0.0 42.86	337 339.8 0.0 42.02
	3 NO	34 65.6 15.2 6.37	130 98.4 10.1 16.21
	Total	F = 534	F = 802
	χ^2 = 31.051	df = 2	p = 0.0001

** $p < .001$

Table 25

Administration and Faculty: Attitude Toward School Improvement

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	2 Actual
	1 MUCH	129 124.0 0.2 48.68	185 190.0 0.1 45.57
	2 LITTLE	116 109.8 0.4 43.77	162 168.2 0.2 39.90
	3 NO	20 31.2 4.0 7.55	59 47.8 2.6 14.53
	Total	F = 265	F = 406
	χ^2 = 7.557	df = 2	p = 0.0229
	$p > .01$		

Table 26

Administration and Faculty: Plans for Inservice Based on SACS

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	142 118.1 4.8 52.79	150 173.9 3.3 37.88
2 LITTLE	113 116.5 0.1 42.01	175 171.5 0.1 44.19
3 NO	14 34.4 12.1 5.20	71 50.6 8.2 17.93
Total	F = 269	F = 396
χ^2 = 28.578	df = 2	p = 0.0001

Perceived Changes

** $p < .001$

Table 27

Community Interaction

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	116 97.5 3.5 42.80	128 146.5 2.3 31.45
	2 LITTLE	114 121.1 0.4 42.07	189 181.9 0.3 46.44
	3 NO	41 52.4 2.5 15.13	90 78.6 1.6 22.11
	Total	F = 271	F = 407
	x^2 = 10.630	df = 2	p = 0.0049

* p < .01

Table 28

Personal Growth of Individual Teachers

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	562 524.9 2.6 41.14	751 788.1 1.7 36.62
2 LITTLE	641 618.8 0.8 46.93	907 929.2 0.5 44.22
3 NO	163 222.3 15.8 11.93	393 333.7 10.5 19.16
Total	F = 1366	F = 2051

Perceived Changes

χ^2 = 32.024 df = 2 p = 0.0001

** $p < .001$

Table 29

Understanding of the School's Philosophy and Objectives

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	2 Actual
	1 MUCH	111 123.1 1.2 40.51	198 185.9 0.8 47.83
	2 LITTLE	128 117.5 0.9 46.72	167 177.5 0.6 40.34
	3 NO	35 33.5 0.1 12.77	49 50.5 0.0 11.84
	Total	F = 274	F = 414
	χ^2 = 3.647	df = 2	p = 0.1615
	$p > .01$		

Table 30

Instructional Techniques

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	80 73.7 0.5 29.09	103 109.3 0.4 25.25
2 LITTLE	155 147.8 0.4 56.36	212 219.2 0.2 51.96
3 NO	40 33.6 3.4 14.55	93 79.4 2.3 22.79
Total	F = 275	F = 408
χ^2 = 7.239	df = 2	p = 0.0268
$p >$ .01		

Perceived Changes

Table 31

Working Conditions

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	115 80.9 14.4 42.44	58 122.1 9.5 21.52
	2 LITTLE	124 124.7 0.0 45.76	189 188.3 0.0 46.21
	3 NO	32 65.4 17.0 11.81	132 98.6 11.3 32.27
	Total	F = 271	F = 403
	χ^2 = 52.210	df = 2	p = 0.0001

** $p < .001$

Table 32

Professional Growth

Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
1 MUCH	139 137.3 0.0 50.92	205 206.7 0.0 49.88
2 LITTLE	108 105.8 0.0 39.56	157 159.2 0.0 38.20
3 NO	26 39.9 0.5 9.52	49 45.1 0.3 11.92
Total	F = 273	F = 411
χ^2 = 0.974	df = 2	p = 0.6145
$p > .01$		

Perceived Changes

Table 33

Cooperation Among Faculty and Staff

Perceived Changes	Frequency Expected Cell Chi Square Col Percent	GROUP 1 Anticipated	 2 Actual
	1 MUCH	117 109.7 0.5 42.86	157 164.3 0.3 38.39
	2 LITTLE	126 123.3 0.1 46.15	182 184.7 0.0 44.50
	3 NO	30 40.0 2.5 10.00	70 60.0 1.7 17.11
	Total	F = 273	F = 409
	χ^2 = 5.104	df = 2	p = 0.0779
	$p > .01$		